

**LEARNER ATTITUDES TOWARD
LEARNER CENTERED EDUCATION
AND
ENGLISH AS A FOREIGN LANGUAGE
IN THE KOREAN UNIVERSITY CLASSROOM**

by

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ABSTRACT

The typical Korean classroom is teacher centered, whereby the teacher is respected and is considered to be the bearer of 'all information'. A 'more western' teaching approach is at direct odds with the Korean-teacher expectations and the usual teacher-student relationships in that learners are expected to assume responsibility for their educational development by taking a center-stage role in their own learning process. I am inclined to propose that the 'more western' approach is well suited for improving learner 'communicative competence', however, it may, in effect, be responsible for 'imposing' foreign cultural values on the students. 'Linguistic/Cultural Imperialism' may be at play here. This paper aims to gauge learner attitudes toward English as a foreign language, and toward the learner centered approach that the author uses to teach the language. Because attaining at least four elementary English credits is a mandatory requirement for graduating from any Korean university, learners may feel learner-centered education is externally imposed, strengthening the view that English is imperialist. It is the intention of this dissertation to determine if such attitudes exist in Korea. Furthermore the author aims to evaluate the potential of a learner centered class for the development of his learners' communicative competence.

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ABBREVIATIONS

CLT	Communicative Language Teaching
CTM	Communicative Teaching Methodology
CR	Consciousness Raising
EFL	English as a Foreign Language
ELI	English Language Imperialism
ELT	English Language Teaching
GTM	Grammar Translation Method
IL	Interlanguage
LCE	Learner Centered Education
LCT	Learner Centered Teaching
LI	Linguistic Imperialism
L1	Learners' Mother Tongue
L2	Target Language
SLA	Second Language Acquisition

INTRODUCTION

The traditional Korean classroom is teacher centered, and this kind of teacher centered teaching approach has its historical roots set in Confucianism (Section 2.5). In Confucianism the teacher is seen as the master and the learner as the apprentice, and thus the teacher needs to be respected to a high degree. Therefore, learners in today's Korean classroom settings see their teachers as the fountains of information they can not do without. Generally, this classroom setting is based on a lecture seminar style, since the teacher is presumed to know what is best for his/her students.

Traditionally, Korean learners do not speak up until they are asked to do so by the teacher, and this makes it difficult for the English conversation teacher to get his/her students to take up alternate roles of partaking in communicational activities. It is therefore a great hurdle for the language teacher to have his/her students overcome such mental restraints in the communicative language classroom. Furthermore, learner attitudes toward the foreign language teacher, who in a sense inflicts an unfamiliar teaching approach in the language classroom, is sometimes linked to learner resentment toward English as a foreign language. In general, it is comprehensible that a number of Korean learners may see English as a language that is imposed on them against their will.

It is the intention of this paper to gauge learner attitudes toward English as a foreign language and to determine whether learners see English as being a necessity, or as an imperialist language that is forced upon them by powers outside their control. The research within this

paper is, in part, based on a ten-part questionnaire that is designed to gauge both learner attitudes toward English and toward a western style teaching approach that is learner centered. Moreover, recordings of group conversations were made by myself –the researcher- in my classrooms, and their purpose is to shed light on whether the learners' interlanguage developed over the course of the research study.

My classrooms are group centered, and verbal communication assumes the center stage position. It is my intention to use my research findings to determine whether such a classroom approach provides Korean learners with improved communicative potential. I consider my approach to be effective at persuading learners to take active part in communication, however, I believe this group-centered approach may come with the price of learner English fossilisation (See Section 1.6). Nevertheless, I feel fossilisation is a necessary price to pay, since my approach gives learners self confidence and builds their desire to learn English on their own. Overall, based on the results of the classroom recordings and the outcomes of the student questionnaire, my research is designed to strengthen or weaken my view that a learner centered teaching approach, in small-group settings, is well suited to promote interlanguage development.

CHAPTER I

LITERATURE REVIEW: TRADITIONAL AND LEARNER CENTERED

APPROACHES IN THE KOREAN CLASSROOM

1 The Situation

In my opinion, practicing English conversation in small-group settings is highly suited for facilitating learners' communicative interlanguage development, because, by and large, "a language could best be taught by using it actively in the classroom" (Frank cited in Richards & Rodgers, 2004:11). Nevertheless, it is difficult to predict, with accurate precision, the sequence of interlanguage development. Interlanguage (IL) is the developmental language of the L2 learner. It is neither the L1 nor the L2, but rather containing elements of both (See Selinker (1972) in Dürmüller (nd)). Essentially, the learner's system of language which is in a state of development somewhere between the learner's L1 and the target language is what is termed "interlanguage" (Selinker 1972 cited in Hadley, 1993:229). As the L2 learner acquires more of the L2, his/her interlanguage becomes more closely related to the L2 language system.

According to Ellis there are 4 stages of language development:

Stage One: Interlanguage forms resemble those of pidgin languages, with more or less standard word order, regardless of the target language. Parts of sentences are omitted, and learners use memorised chunks of discourse in their communication.

Stage Two: Learners begin to use word order that is appropriate to the target language and to include most of the required sentence constituents in their speech. Language production in these first two stages is often quite inaccurate, however, as learners begin to include target language features in their speech, but not consistently as native speakers would use them.

Stage Three: Learners begin to use grammatical morphemes systematically and meaningfully.

Stage Four: Learners acquire complex sentence structures such as embedded clauses and relative constructions and use them with greater facility and precision.

(Ellis (1985) in Hadley 1993:22)

In essence, learners need to find their path to learning a language, and the steps needed to acquire a second language are difficult to sequence. Effectively, the pace of interlanguage development may depend on the number of lexical chunks acquired by the learner. (Here 'lexical chunks' represent fixed expressions such as 'Seriously?', 'No way!', 'All right', 'No problem', and 'Come on!' (Lewis 1993 in Carter 1998:44)) In support of this theory, Barlow maintains that language learning is based on assembling lexical chunks or larger schematic units of language from real instances of language use (1996:17). Moreover, by getting learners to see language as basic chunks, they are in effect encouraged to take part in consciousness raising (CR) activities, whereby they can rely on their Universal Grammar (UG). Universal Grammar stands for the basic "internalized system of language" (Brown, 2000:24) with "...some basic general structure and properties" (Wilfrid Laurier University, 2005). It is called the 'human language organ' by Chomsky, as it gives everyone language competence. In addition, UG is the "system of principles, conditions and rules that are elements or properties of all human languages" (Chomsky in Wilfrid Laurier University, 2005). Chomsky further states that all language learners are 'hard-wired' when it comes to language learning (in Thornbury, 1999:19). What is more, UG is "the starting point for language acquisition" (Odlin, 1994:37). Simply put; all humans regardless of race or nationality possess basic language capabilities; this is achieved without learning or training (Wilfrid Laurier University, 2005).

Lightbown and Spada argue that since “learners know more about the language than they could reasonably have learned if they had to depend entirely on the input they are exposed to” (1999:37) it becomes evident that universal processes are at play. Necessarily, any evidence that these universal processes are prevalent in the learners should prompt teachers to allow learners to take part in independent ‘group work’ (Section 1.3.2), whereby they are allowed to rely on their inner processes for the development of their interlanguage.

According to Brown, Interlanguage is the second language system of the learner, which is in structural transition from the learner’s native language to the target language. Essentially, through continuous application and assessment of the language, learners constantly adjust their L2 systems to more closely resemble that used by native speakers (Brown, 2000:215). Additionally, Hadley believes that interlanguage is a set of language rules internalised by the learner, through being exposed to instances of language use. These language rules are not to be mistaken for pedagogic grammar rules, but rather they are rules of syntax devised by the curious learner. (1993:29) Therefore, aside from acquiring lexical chunks, it is this system of rules that learners develop during their language acquisition journey that interlanguage development likely depends on.

Fundamentally, in Ellis’ first stage of language development, learners begin to use sentences they have formed with their internalised set of rules, however, their output is highly inaccurate. At stage two, learners begin to develop their rules to more closely resemble the target language, and begin to use language chunks more accurately, resembling those used by native speakers, but still not consistently enough. Then at stage three, students develop their interlanguage to a point whereby they are using accurate units of language more consistently. And finally at stage

four, they start to implement correct language units at frequent intervals and with greater precision. This final stage, of course, takes years to attain. Notwithstanding, it is essential to acknowledge that every learner transcends beyond each step at their own pace. Corder's (1971) 'idiosyncratic dialect' denotes the idea that a particular learner's language is unique to him/her alone, and that this individual's language rules are one of a kind (in Brown, 2000:215). Essentially, every learner's interlanguage is distinct and most likely develops at its own unique pace, therefore, it is imprudent to expect all learners to progress through the same stages of interlanguage development simultaneously.

Based on informal evaluation via personal interaction with my students, and based on Mid-Term and Final Exam results, I would place most of my freshman learners at Hoseo University at Ellis' stage two of language development, with mainly the advanced learners being able to produce stage three and stage four language. Therefore, with all that has been said, it may be wise for the language instructor to immerse his/her students in the type of communicative tasks that are best for his/her students' interlanguage development. Perhaps the best way of describing the 'communicative tasks' suitable for IL development is to consider them as 'collaborative learning' tasks whereby the learners take part in group work 'with more capable others (teachers, advanced peers, etc.) who provide assistance and guidance' (Oxford 1997:444 in Brown 2001:47). Essentially, whether it be information gap, opinion gap, writing composition, topic conversation or free talking tasks, the critical aspect of the tasks is that they be completed in small-group contexts of no more than 5 students each. Because the learners' reliance on some level of English communication to complete the tasks is necessary, the aim is to have learners use the language in contexts that require the language to carry 'real' meanings.

Overall, the aim is to have the learners use the language in order to gain the opportunity to develop their interlanguage.

In this paper, for the purpose of the research study, the term ‘interlanguage development’ will be synonymous with Corder’s concept, whereby he states that in order for interlanguage development to occur the learner’s language should progress, “moving from simple to more complex forms and structures”, in the language learning process (1978:75 cited in Hadley 1993:230). In the framework of this research study, I consider simple structures to be, for instance, simple present subject-verb-object (SVO) declarative clauses and simple present independent clauses, whereas I deem complex structures to contain constituents such as the present continuous, conjunctions, conditionals, interrogative clauses and dependent clauses.

In general, in the context of this research study, I consider learners’ L2 competence to depend on the complexity of structures they are able to produce in real time. Moreover, it is a sign of even more enhanced communicative competence if learners can apply ‘complex structures’ in real communicative contexts wherein they readily exchange meaningful concepts. White notes that for “the sociolinguist ...[communicative competence stands for] the ability of a speaker to *use* language appropriately according to setting, social relationships and communicative purpose” (1988:16). Consequently, for learners to exhibit communicative competence and for the language they use to have a “real communicative purpose” it is important that the structures utilised in their conversations be complex enough in nature that they are capable of carrying meanings the learners intend to convey.

1.1 The Traditional Korean Classroom Approach: The Teacher Centered Classroom

As will be made evident in section 2.5, Confucianism is still prevalent in Korea, and Hofstede states: “In the Chinese Confucian tradition [which Korean Confucianism is based on], ‘teacher’ is the most respected profession” (1986:304). Overall, the conventional Korean classroom hierarchy places the teacher at the top. Consequently, since learners are used to this type of teaching style, where the learner is a passive participant, one can only imagine how unusual it is for learners to be immersed in small-group settings (See Section 1.3.2) wherein they are expected to assume increased responsibility for their own learning and development.

1.2 Cultural Implications

Although Confucianism will be dealt with more thoroughly in Section 2.5, it is important to say that Confucian philosophy has had a tremendous influence on Korean education (See Yum, 1987:72-73), in that it places the onus on the educator to provide all the necessary information the learners will need in their learning endeavours. Therefore, any attempt to get the average Korean learner to accept the learner centered teaching approach (Section 1.3) as being legitimate will most likely be met with considerable resistance, at least in the initial stages.

1.3 Learner Centered Education (LCE)

What I mean by LCE is the type of classroom setting wherein the learners are persuaded to submerge themselves in their own learning development. That is, to encourage learners to actively use the target language while engaging in small-group work (See Section 1.3.2 & 1.4). Furthermore, the teachers’ roles here are to motivate learners and to raise their levels of interest in the English language (For more detail, see Nunan, 1998:235).

In a sense, this is a method of Consciousness Raising (CR). Within the context of CR procedures, “[Johns] ...sees the learner as a researcher and the teacher as ‘a director and co-ordinator of ... research’ ” (in Willis. D., Module 3 Course, p. 2). In actuality, learners in my classrooms become researchers in their own learning experience, and my function is simply to direct them onto the right path.

David Nunan states that

... in a learner-centered classroom, key decisions about what will be taught, how it will be taught, when it will be taught, and how it will be assessed will be made with reference to the learner (1999:11).

By this notion it is important to point out that both the learners’ needs and, to a degree, the learners’ desires should be taken into account in syllabus design with reference to a genuine learner-centered classroom.

According to Brown, LCE includes:

- Techniques that focus on or account for learners’ needs, styles and goals.
- Techniques that give some control to the student (group work or strategy training, for example).
- Curricula that includes the consultation and input of students that do not presuppose objectives in advance.
- Techniques that allow for student creativity and innovation.
- Techniques that enhance a student’s sense of competence and self worth.

(Brown, 2001:46-47)

As Brown states, LCE is comprised of several elements, that is; teachers give some level of control to learners to better meet their needs, without predetermining objectives; and learners are afforded some level of creativity in the hope that through ‘real’ resourceful use of the

language they will have gained self confidence through the learning process. Probably the strongest point of LCE is that it has a foothold in ‘reality’, on the basis that learners engage in meaningful communication in and out of the classroom setting. After all, having gained more confidence, learners develop the courage to engage in communication with English speakers, outside the classroom, for the purpose of communicative practice.

1.3.1 Communicative Teaching Methodology (CTM)

CTM, also known as Communicative Language Teaching (CLT) (Nunan, 1989:12) can be seen as a form of LCE since in CTM education is also learner centered. Richards and Rodgers propose that there are three principles involved in CLT. They are; the ‘communicative principle’ as real communication promotes language acquisition; the ‘task principle’ since activities promote language use; and the ‘meaningfulness principle’ because discourse meaningful to the learners enhances language acquisition (2001:161). Therefore, assuming that these three principles are vital elements in CLT, it is essential for learners to engage in tasks which promote meaningful communication if the aim is to stay true to CLT.

The two versions of CLT are the ‘strong’ and ‘weak’ versions, with the former merely presenting the learner with the opportunity to employ the L2 for communicative purposes within a more traditional language teaching context, and the latter being a more pure version that is mainly concerned with the use of the language for communicative purposes in order to help learners acquire the language through active language use (Howatt, 1984:279 cited in Richards and Rodgers, 2001:155).

1.3.2 Group Work

In general, getting learners to partake in naturalistic conversational practice activities in group settings may be the best method for teaching oral communication. In support of this, Richards & Rodgers state that “according to Frank [F.], a language could best be taught by using it actively in the classroom” (2001:11).

Long (1976 in Nunan 1998:51) asserts that learners employ a wider range of language when engaging in small-group work than they would in ‘teacher-fronted’ classes, and additionally do quite well in correcting one another’s errors. Moreover, according to Long, learners do not learn one another’s mistakes which in turn would lessen the chances of fossilisation (See Section 1.6). Furthermore Brumfit states that

... the use of pair and group work is the only available basis for naturalistic behaviour in conversational interaction in the class ... and the prime value of group work lies in its ability to stimulate natural language activity in discussion and conversation” (1984:87).

In other words, pair and group work settings are effective of engaging learners in meaningful communicative practice in a classroom context. Therefore, since “Western education has been based on the deliberate creation of sub-groups, or school classes” (Cortis in Brumfit 1984:71), a more Western style to teaching L2 conversation might prove to be a better alternative to the teacher-fronted style prevalent in Korea.

Pictures 1 & 2 – Group Activity



Pictures 1 & 2 depict the group style teaching method I employ in all of my communication classes. Here the Students are engaging in written preparation for the oral exercise in order to minimise the overwhelming effect verbal communication may have on some learners. This process better known as scaffolding is described in section 1.4.

1.4 An Effective Strategy in South Korean L2 classrooms

Since South Korean students are generally shy and do not like to speak up in the language classroom, they need to be eased into the LCT (Section 1.3.1) approach in which they use the language actively and independently. By and large, when Korean learners are asked to work independently in small-group settings, they most likely feel lost as they have little experience in making choices since the teacher is expected to make them. Ultimately, it is often necessary to teach the learning habits required for L2 acquisition in a number of steps. Vygotsky's concept of scaffolding is an example of how teachers can help their students become more independent through a step by step build-up of the skills required for effective L2 acquisition.

In scaffolding instruction a more knowledgeable other provides scaffolds or supports to facilitate the learner's development. The scaffolds facilitate a student's ability to build on prior knowledge and internalize new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone (Olson & Pratt in Van Der Stuyf, 2002).

Aside from developing language learning skills in the students, teachers also need to introduce new methodologies into the classroom using a carefully designed set of steps.

1.5 Teaching Strategies in the Author's Language Classroom

Taking Vygotsky's concept of scaffolding (See Section 1.4) into consideration, I take careful measures to immerse my learners into a learner centered approach one step at a time. In essence, the communicative group tasks start out at the first stage, by immersing the learners into the conversation phase by having them compose a written map of what their conversations will entail. This initially takes learners a long time to do, but once completed they are then expected to verbalize what they had mapped, in a small-group context. In a sense, this builds their self confidence in their ability to compose language. After all, in order to speak, one must start out by mentally composing language. Given the necessary practice and time, learners transcend from the stage of writing to the point where they start to compose language in their mind. This in turn builds their level of confidence in communication, and over time, learners learn to speak without being given an assortment of roles. Essentially, in each stage, learners are afforded increasingly more freedom until they reach the point of being able to converse with no more than minimal guidance.

Additionally, as supplementary materials, I use the American Headway 1, student book and workbook, by John and Liz Soars, for class work and homework, respectively. I am especially keen on utilising the information gap exercises in both student and workbooks and the reading exercises in the student book. Reading exercises are especially important, so learners have

access to accurate syntax by which to gauge and mould their developing interlanguage. The information gap exercises help learners formulate the correct forms. Overall, these exercises are implemented for improving accuracy in the learners' IL. - Note! All supplementary exercises are completed by the learners in small-groups, so the most competent learners can assist the less competent ones.

Overall, my classrooms are group-centered (See Section 1.3.2 and Pictures 1 & 2) and learners are often encouraged to take part in conversations that have some significance to their lives. That is, the topic of conversation is always chosen by the learners to ensure they use the language for 'real life' interaction. Examples of topics chosen for conversation are; sports, movies, music, games, food, shopping etc...

By and large, I believe that the types of task learners engage in are not particularly important as long as they promote oral use of the English language, given that 'language is most effectively learned if it is actively employed' (See Section 1.3.1). Normally, the two main conversation-based tasks learners are required to take part in are topic conversations of their choosing and free talking. It is through the use of these verbal activities that the learners' spoken IL and confidence are expected to develop.

I generally initiate learner communication, but the students' assignment is to maintain dialogue between each other and not with the teacher, although this is not to say they are discouraged to ask the teacher questions. Moreover, the judgement on accuracy is not the main priority, with the act of communication itself being the main concern. In essence, I am inclined to follow Richards & Rodgers' advice that; teachers should place their "focus in language teaching on

communicative proficiency rather than on mere mastery of structures” (2001:153). Nevertheless, it must be stated that, on average, Korean learners take a few weeks of practice before they can begin to feel comfortable with such a ‘Western’ learning style due to the teacher centered learning styles they are exposed to in all their other classrooms.

In general, learners are placed in small groups with at least one ‘more capable other’ (See Section 1) at the beginning of the semester. I predetermine language competence by having every student verbally introduce themselves to the class, and pick out 8-10 of the best students to captain a group. (Usually, this preliminary, yet crude, assessment process serves well to provide at least one group member with more competence than the other members of the group.) The captains are then left to form their own groups.

Table A: Teacher and Learner Roles in My Classroom Setting

Learner	Teacher
Learners are afforded freedom to practice whatever language items they wish to tackle at the time of their choosing.	The teacher often assumes a back-stage role, in order to allow for the learners to take on active roles in communicative activities.
Learners form ‘small groups’ (See Section 1.3.2) in which they practice oral conversation.	The teacher places little or no focus on grammar, unless the learners specifically ask to cover a certain grammatical item.
Learners tackle first 200 (See Appendix 10) and the first 1,000 most frequent words from a corpus. These lexical items are in no way sequenced, and learners are given the choice to incorporate whatever lexical items they deem fit at the time they consider appropriate.	The teacher is careful in the frequency of the corrections he makes, since an abundance of correction may severely hinder learner motivation.

Fundamentally, my classroom approach is modeled on a 'strong' version of CTM (See Section 1.3.1), and this becomes evident since I do not pre-select grammatical items for the purpose of rote learning. Moreover, I allow my students to take part in constructive communication activities, whereby they are given the freedom to build their communicative potential at their own pace.

Essentially, my strategy is not to teach grammar, but rather to allow learners to discover syntax rules for themselves (See Table A). This method of education may appear 'guerrilla style' in nature to the traditionally minded educator, however, it comes with the advantage that it gets my students to actually use the language in real contexts. (What I mean by 'real' here is that language is actually being used to communicate meaningful messages between the participants.) Furthermore, Corder (1967) states that

since we do not know very much about the sequence a learner's interlanguage development takes, the wise course would be to relax even further our control over the linguistic forms he is exposed to, indeed perhaps to abandon all control of a structural sort (in Willis, Module 3, p.1)

To put it another way, because we know little about the course IL development takes, it may be prudent to get away from teaching structural rules all together. Additionally, the "organic rather than linear nature of language development is due in part to the fact that structures are not learned in isolation but that they interact with each other" (Nunan, 1998:148). Therefore, instead of teaching structural rules in isolation they need to be taught holistically, and one way of doing this is by allowing learners to engage in conversational practice whereby they can learn to make generalisations about structural rules of language as they occur in context. In this way language can be learned 'inductively' rather than 'explicitly' (Nunan, 1998, 151), therefore becoming more readily available for the learner. Consequently, based on the above

statements, it is perhaps advantageous to trim down on the amount of pedagogic grammar being taught. Of course, the argument could be made, that this style of teaching produces ‘fossilisation’ (See Section 1.6), however, when examining Ellis’ ‘first and second stage of language development’ (See Section 1), he does mention that these first two stages produce results that are quite inaccurate. Therefore, it is unreasonable to assume that the learners will remain in this erroneous stage. And more to the point: What is better; learners who do not communicate and therefore avoid making mistakes, or learners that are willing to take chances but do make mistakes? Acquiring a language, in a sense, is like learning from one’s own set of errors.

1.5.1 Apparent Results of the Author’s Approach

While many Korean learners may object to this guerrilla style of teaching, it is nevertheless, the approach that has provided the best results in getting my learners to actively partake in verbal communication. Generally, my group style approach appears to be well suited for the average learner to practice communicative activities for ‘interlanguage development’ (See Section 1.3.2), and more importantly, it appears to improve learners’ communicative competence. After all, like Hymes, I also maintain that communicative competence is determined by ‘language in use’ (See White, 1988:16-17).

Fundamentally, by the end of the course my students can hold basic conversations for more than twenty minutes continuously, while having struggled to generate just a few basic independent clauses at the beginning (See Section 3.3). In fact, students often comment, at the end of the semester, that they feel their confidence in communication has increased significantly, even to the point of being able to engage in English conversation with non-

Korean nationals. In essence, not only are the learners gaining communicative competence, but they are also attaining the self-belief needed to sustain the communicative practice phase in order to gain even higher competence.

1.6 Drawback: Fossilisation of Learner English

The danger, however, with my approach is fossilisation of learners' English. Brown defines the term as "the relatively permanent incorporation of incorrect linguistic forms into a person's second language competence" (2000:231). Moreover, I would like to refer to Selinker's concept of fossilisation, whereby he proposes that those set language rules, internalised by the learner, which deviate from the target language rules may be likely to endure regardless of additional attempts, by the teacher, to stamp out (Selinker, 1974:118-119 in Hadley, 1993:229). That is, if learners are left to make the same mistakes continually, they will be conditioned to make those same mistakes all the time.

Brown suggests that the term 'cryogenation' would be a more suitable alternative, since like ice is thawed at above zero Celsius so could the frozen state of the learners' L2 systems be altered with a little warmth (2000:231-232). Therefore, fossilisation is not an ailment and its effects can be diminished, providing that learners are exposed to a considerable amount of authentic language input they can implement in devising more accurate structural rules for themselves. This in turn would facilitate interlanguage development (See Section 1).

CHAPTER II

LITERATURE REVIEW: LINGUISTIC IMPERIALISM AND THE KOREAN CLASSROOM SETTING

2.1 Linguistic Imperialism (LI)

In order to arrive at a general understanding of LI, it is perhaps most appropriate to start by examining Phillipson's definition of LI:

In my usage, *linguistic imperialism* is a theoretical construct, devised to account for linguistic hierarchisation, to address issues of why some languages come to be used more and others less, what structures and ideologies come to be used more and others less, what structures and ideologies facilitate such processes, and the role of language professionals. ... Linguistic Imperialism is a subtype of *linguicism* ... linguicism studies attempt to put the sociology of language and education into a form which furthers scrutiny of how language contributes to unequal access to societal power and how linguistic hierarchies operate and are legitimated. ... Linguistic imperialism takes place within an overarching structure of North/South relations, where language interlocks with other dimensions, cultural (particularly in education, science and the media), economic and political. (Phillipson, 1997:238-239)

Phillipson employs the term 'linguistic imperialism', theoretically, as a means of stating that languages are hierarchized, in an attempt to deal with the reasons why some languages get used more than others, and to see what principles lie behind this and the role language teachers play. His use of Skutnabb-Kangas' (1988) term 'linguicism' (See Phillipson, 1997:239), in his definition, points towards a biased system, whereby a scheme of linguistic hierarchisation contributes to keeping people in their assigned positions based on language use. That is to say, 'linguistic power' helps to maintain hegemony. He affirms that the North/South - otherwise known as Kachru's inner/periphery circles of language speakers - (See Appendix 1) relationship is shaped by cultural, economic and political dimensions. Or rather, the Northerly (inner circle) countries exercise political, economic and cultural influences on the Southern

ones (outer & expanding circles), through the relatively high status their languages enjoy in the South (periphery).

2.2 Is English an Imperialist Language?

Contrary to the students that deem English to be unnecessary, those students that learn English for financial benefits may indicate that the English language is more and more essential in their lives. Consequently, this may, in essence, translate to English having undeniable imperialistic qualities.

All in all, Phillipson supports the idea that English is an imperialist language, advocating the concept of “English linguistic hegemony” (Phillipson in Finch, 2000). Additionally, Holy (1990) in Finch (2000) claims that English “can also act as a means of politico-cultural colonisation of the spirit, serving the interests of the most powerful concentrations of economic power the world has ever known”.

English is currently on the path to becoming a prominent international language. This is partly due to the following figures provided by Crystal: 78% of all medical papers, 33% of newspapers, 85% of films and 99% of popular music on a global scale are released or published in English, along with 80% of all websites and 85% of international organizations set up in English (in McKay, 2006). Thus, it is more and more essential for people to acquire English to become successful individuals in today’s global society. Consequently, the dominance of the English language becomes more and more evident.

In response to the view that English is imperialist, Crystal states that “English is now so widely established that it can no longer be thought as ‘owned’ by any single nation” (Crystal, 2003:26). By this notion, since the English language has taken so many forms in so many countries, it is erroneous to say that the language maintains its imperialist qualities.

Furthermore, the following quote by Crystal should elaborate on the concept that English is democratic:

there have been comments made about other structural aspects, too, such as the absence in the English grammar of a system of coding social class differences, which make the language appear more ‘democratic’ to those who speak a language (e.g. Javanese) that does express an intricate system of class relationships. (2003:9)

As Crystal states, since Javanese has a grammatical system of signalling the class or status of an individual, the English language, without such a system, may very well seem more democratic than Javanese, for instance.

2.3 Kachru’s Three Circles of English Speakers

Opposing Crystal’s democratic view of English, Phillipson asserts that the ‘inner circle’ (native speaker) countries such as the U.S.A., Britain, Canada and Australia, exercise political and economic control over the ‘outer circle’ (ESL speaker) countries, such as Pakistan, India and Nigeria, and over the ‘expanding circle’ (EFL speaker) countries such as Hungary, Japan and Korea (See Appendix 1). (For more information see Zughoul, 2003).

2.4 Korean Pride in Hangeul

Nonetheless, in the outer circle country of South Korea, the English language is met with a considerable amount of resistance since there is a great sense of pride in the Korean language,

Hangeul, which was devised by King Se-Jong (1393-1450 A.D.) in 1443 A.D. (Hangul Museum Website). In particular, Koreans have dedicated October 9th of every year as Hangeul day. Nevertheless, Korean people are adapting the use of English words and many see it as a threat to the integrity of their language. Japanese people have similar concerns when it comes to English words slowly taking over entirely proper Japanese ones (For more information see Asiaweek.com, 2000: vol. 26, no. 13).

2.5 Confucianism

The reluctance of Koreans to deviate from traditions, including their longstanding tradition in the Korean language, is perhaps best explained in terms of its ancient Confucian history. Traditionally Confucianism anchors Koreans to strict social codes and principles with deeply embedded roots. The exact time Confucianism arrived in Korea is unknown, however, it is known that by 375 A.D. it had a profound influence on both political and social aspects of life in Korea, with a sufficient impact on higher education. This traditional view of education is still having a profound effect on modern day teaching and learning in Korea (Yum, 1987:73). According to Cortazzi, “Confucianism, with its emphasis on family values and respect for age and learning, has been particularly influential on the Korean way of life” (Cortazzi in Finch, 2000: Ch. 2.4.2). Underwood says: “Korea is a Confucian society ... [where] everyone is Confucian, including the Christians” (1998:85), and even though South Korea is undergoing rapid change with Confucianism taking a less central stance in the Korean way of life, it is, nevertheless, still a determining aspect of everyday interactions (Windle, 2000:Cover Page).

Confucianism was especially influential during the years of the Josun (Yi) dynasty (1392-1910) that ended with the Japanese imperial invasion (Yum, 1987:72). After the creation of Hangeul,

publications spreading the Confucian teachings became readily available so everyone could be educated according to the Confucian philosophy (Yum, 1987:78). Confucianism teaches people not to show too much emotion, and it is the misinterpretation of this trait by non-Asians that gave rise to the term the “Secretive Asian” (Yum, 1987:79). In essence, overindulgence in conversation is simply not regarded very highly. It is subtle non-verbal communication that shows signs of a good communicator (Yum 1987:80). Moreover, “in Confucian culture, silence is often an appropriate response whereas Western culture does not consider silence an answer at all” (Windle, 2000:6). Consequently, it is conceivable that Korean students may find Western teachers and their teaching styles as crude and unsophisticated because of the directness in Westerners’ use of spoken language (See Windle, 2000:7).

If all of the above traits are examined within the context of the foreign language classroom, one should not be surprised when one finds that Korean students are reluctant to take part in direct oral communication. It is simply not regarded in high esteem to be too talkative in a traditional sense. Nevertheless, this is slowly changing generation by generation.

2.5.1 Uncertainty avoidance

In terms of uncertainty avoidance, Koreans are rated 85th out of 100 according to Hofstede (1967-73) (See Figure 1). “Especially in formal relationships, Koreans scrupulously avoid situations in which dignity or self-respect may be lost or embarrassment result” (Windle, 2000:6). Koreans’ apprehension of uncertain situations puts added strain on the language classroom when learners are asked to communicate in a foreign language they are anticipated to make mistakes in. In their native language, they know they can avoid making errors, therefore, there is little chance of entering uncertain situations, however, when speaking in a

foreign language, especially for beginners, much of the foreign language is uncharted territory. It is this uncertainty, with regard to the correct syntax and pronunciation of the target language that leaves learners wary of making mistakes. The way they most likely perceive it, it is best to remain silent to ensure making mistakes is avoided.

2.5.2 Power Distance

With respect to Hofstede's cultural study (1967-73), Koreans rate 60 out of a 100 on the power distance index (See Figure 1). In traditional Confucianism (See Section 2.5), every individual is appointed a hierarchical position which prescribes the nature of his/her relationships with other members of the society, and this is still evident in Korea today. Underwood reinforces this by stating: "Well, you knew that Korean culture was hierarchical. But do you know what that really implies? I mean, it's arranged vertically!" (1998:85). This vertical hierarchy certainly occupies a prominent place in the traditional Korean classroom with the teacher at the top of the hierarchy (See Hofstede below), and the "traditional emphasis of Confucianism on education has continued until the present in Korea" (Yum, 1987:73). For a better understanding of teacher and student roles in a large power distance society, Hofstede states the following:

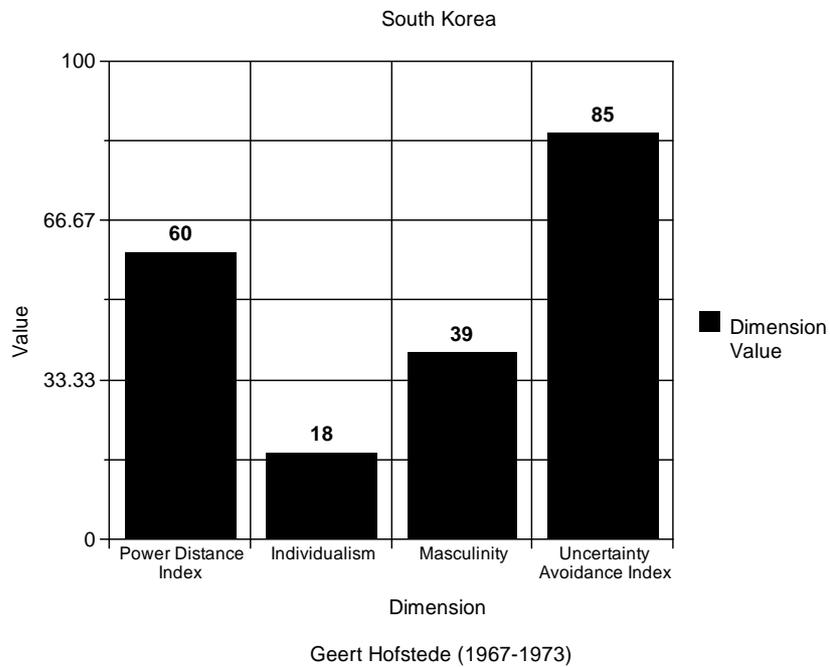
Teachers are:

- (1) wise (2) respected in and out of class (3) never contradicted (4) to outline student paths (5) credited with student excellence (6) always right (7) respected more with age

Students are:

- (1) expected to speak up only when invited to do so by the teacher (2) to follow a strict order (3) to respect the teacher at all times (4) to listen to the teacher giving lectures

(Hofstede,1986:313)

Figure 1: Hofstede Cultural Study 1967-1973

2.6 The L2 Culture

On the whole, it is significantly challenging for the language teacher to place his/her Korean students in an alternate frame of mind, so they can assume active roles when asked to participate in oral conversation. In order to do this, learners should have positive attitudes toward the learning process. Nunan states that:

Perhaps the most important article of faith is that the learner's emotional attitude toward the teacher, toward fellow learners, and toward the target language and culture is the single most important variable in language learning. (1998:235)

That is, learners should be put at ease with the context of the language environment so their attitudes toward the teacher, each other, the language and the L2 culture can become positive. This would further enhance their levels of L2 acquisition.

Essentially, a cultural shift by the learners, toward a Western style of learning, may be required to achieve this. Nevertheless, it is rather likely that this cultural shift is challenging for them to achieve. When learners, who take my English Communication class for the first time, are all of a sudden asked to converse in English, at frequent intervals, it is often a shock for them. Since my classes are 'learner centered' (See Section 1.3), students new to my course are faced with the challenge of not only acquiring a foreign language but are also expected to accept a foreign culture within the context of English Language Teaching (ELT). This is particularly challenging for most learners in the beginning phase, however, by the end of the course, they will generally have acquired new elements of the target language and culture.

Perhaps the most difficult aspect of teaching English in Korea is that "current theories [of ELT] are powerfully constrained by western cultural premises" (Sridhar, 1994:881 in Windle, 2000:6), and with Korea having a more Eastern educational system, it is a daunting task to teach learners using an approach that is so much at odds with what they are used to.

CHAPTER III

THE RESEARCH STUDY

3 The Research

First of all, it is important to note that this research study is ‘teacher research’ on a ‘small-scale’ and not ‘professional research’ on a ‘large-scale’. Its first aim is to determine if my LCT approach can measurably improve the subjects’ (learners’) IL (See Corder in Section 1), in an otherwise teacher centered Korean educational institution. The second aim is to determine the subjects’ attitudes toward EFL. Within the sphere of this aim, it is also within the interest of this study to see if the subjects view English as an imperialist language. The third and final aim of the research study is to measure the subjects’ attitudes toward a learner centered teaching approach and to see how their views of the approach change over the course of the research study. Given that the typical Korean teaching approach is teacher centered, it is in the interest of this paper to determine the subjects’ attitudes and level of acceptance of a learner centered teaching approach.

3.1 Research Questions

The following are the three main categories of questions which this research study aims to answer:

Question 1: Interlanguage Development

How effective is my LCT approach in facilitating the subjects’ interlanguage development? Is there a clear indication of the subjects’ IL development as described by Corder in Section 1, from the beginning to the end of the research study? Although Ellis gives us a 4 stage development of IL, the model for IL development used in this paper is

based on Corder's view that IL development becomes evident when the learner's language is "moving from simple to more complex forms and structures" (1978:75 cited in Hadley 1993:230) (See Section 1).

Question 2: Attitudes toward EFL and ELI

-What kind of attitudes do the subjects have toward English as a foreign language, and do they view English as an Imperialist language? Overall, how do these attitudes change from the beginning to the end of the research study?

Question 3: Attitudes toward a Learner Centered Education (LCE)

How do the subjects view the relatively unusual LCE the researcher implements during the research study? Do their attitudes change during the course of the research study?

3.2 Methods and Overview

My current workplace, Hoseo University, is ranked 104 out of 187 universities according to the Korean Council for University Education (KCUE website, 2007). It is a middle rate university at best, with students of relatively low levels of motivation. The university has around 10,000 students with various departments, e.g., Engineering (Computer, Environmental Safety, Electrical, Electronic, Architectural ...), Automotive Engineering, Visual Design, Sciences (Food Nutritional, Life), etc. My class sizes vary between 11 to 47 students, with the vast majority of my classes being freshmen-conversation classes (See Table 1). Each week for two semesters, freshman learners are required to take three hours (2 X 90 minutes) of English; that is, ninety minutes of language laboratory work, typically with a Korean teacher, and an additional ninety minute communication lesson with a native English speaking teacher, every single week.

My research focuses on thirteen classes, of three varieties and levels, in total (See Table 1):

Firstly, the Hoseo English Language Program (HELP) classes (See Table 1) are non-accredited extracurricular classes with a maximum of fourteen students each. The two levels of HELP classes surveyed are elementary and intermediate level classes. The syllabuses of both the elementary and intermediate HELP classes are rigorously based on the pre-selected page numbers of the 'Up Close; English for Global Communication' Student Book series (Levels 1-4), therefore, the teacher is left with little freedom to deviate from the syllabus. (They are marked 'CONRTOL' in Table one) I am using the two HELP classes as control groups since they are based on a pre-determined syllabus.

Secondly, two of the accredited academic classes are advanced level English communication classes. They are Class numbers 02 and 03 (marked with 'A' in Table 2). These classes require no prerequisite English credits for enrolment, therefore, they are filled with mixed level learners of intermediate to highly advanced levels (See Table 1). The maximum number of students allowed to register for these classes is fifty, though, generally only around fifteen to thirty learners ever register.

Thirdly, nine of the accredited academic classes are compulsory freshmen English conversation classes which all Korean university students are required to pass in order to graduate. (Class numbers 55, 48, 72, 32, 35, 59, 64, 37 and 41 - See Table 1) These classes also contain varying levels of learners, with most falling in Ellis' stage 2 of Ellis' language development (See Section 1). -The learners' English proficiency levels are

Table 1 – Class Data

Group	EXPERIMENTAL											CONTROL		F&A Total	HELP Total	Com- bined Total
Class	55	02	48	03	72	32	35	59	64	37	41	HELP	HELP			
Type	F	A	F	A	F	F	F	F	F	F	F	Int.	Ele.	F & A	Int. & Ele.	All
Major	N	M	C	M	V	O	S	R	U	L	E	M	M	M	M	M
Age	*1	*2	1*	*2	*1	*1	*1	*1	*1	*1	*1	*2	*1	*2	*2	*2
Subjects' Levels	+1	+3	+1	+3	+1	+1	+1	+1	+1	+1	+1	+1	+2	+2	+2	+2
No of Students	45	32	47	12	41	46	42	42	38	44	39	14	11	428	25	453
No of Females	4	10	5	4	34	37	22	16	1	6	5	4	3	144	7	151
Females (%)	9	31	11	33	83	74	52	38	3	14	13	28	27	34	28	33
No of Males	41	22	42	8	7	9	20	26	37	38	34	10	8	284	18	302
Males (%)	91	69	89	67	17	26	48	62	97	86	87	72	73	66	72	77
No. of Subjects 1 st Survey	39	26	39	11	40	42	42	38	31	35	37	14	11	380	25	405
No. of Subjects 2 nd Survey	36	22	30	10	34	39	40	36	28	31	28	10	7	334	17	351
Difference In No. of Subjects	3	4	9	1	6	3	2	2	3	4	9	4	4	46	8	54

Key: **Type:** A- Advanced; F- Freshman; Int.- Intermediate; Ele.- Elementary; All- All Types;
Majors: C Computer Engineering
E Electronic Engineering
L Electrical Engineering
M Mixed
N Environmental Safety Engineering
O Food Nutrition Sciences
R Architectural Engineering
S Life Sciences
U Automotive Engineering
V Visual Design

Age: (Age of Students) *1 19-20 years old
*2 19-25 years old

S. Levels: +1 Intermediate Ellis' Level 2 (See Section 1)
+2 Intermediate to Advanced - Ellis' Level 2-3 (See Section 1)
+3 Intermediate to Advanced with one or two highly advanced learners
- Ellis' Level 2-4 (See Section 1)

Note! -The 'Percentage of Females' figures are rounded to the nearest digits.
- 'Subjects' stands for 'participants of the survey'.

determined by means of oral examination which they all take twice a semester.- These class sizes vary between 38 and 47 students.

Overall, there are 2 control groups (the HELP classes) and 11 experimental groups of 2 advanced level classes (class #s 02 and 03) and 9 freshman level classes (class #s 55, 48, 72, 32, 32, 35, 59, 64, 37 and 41). (See Table 1)

3.2.1 Participants/Subjects

The 405/351 (1st/2nd surveys – See Table 1) participants (subjects) of the surveys are Hoseo University students. The vast majority of the subjects from my freshman classes are 19 to 20 years old who came from a variety of backgrounds from all over the country, and are a mixed group of males and females. The freshman subjects had studied an average of 5 years of English, combined at middle school and high school, prior to coming to my class. A large majority of the freshmen level subjects had never been outside the country, and had little experience speaking English in everyday contexts. Conversely, the majority of the subjects from the advanced level classes have travelled outside of Korea.

3.2.2 Design

The change in attitudes toward two variables; learner centered education and English as a foreign/imperialist language, was studied in a group of Hoseo University students, at two different times at 14 weeks apart. ‘Time 1’ was at the beginning of the research study while ‘Time 2’ was near the end. Additionally, changes in the subjects’ IL development were studied 12 weeks apart, once at the beginning and once toward the end of the research study.

3.2.3 Instruments and Data Collection Procedures

The two main methods of data collection, I employed, consisted of the dual implementation of a student questionnaire and the implementation of classroom recordings of small-group conversations. The questionnaires were administered during class, with the same questionnaire handed out once at the beginning and one at the end of the research study. The questionnaire was administered twice to measure the changes in the subjects' attitudes from the beginning to the end of the research study. The recordings, similarly, were carried out on eleven randomly selected groups at the beginning and at end of the research study, although numerous recordings of other groups were carried out throughout the semester. On the whole, I recorded over a hundred conversations, and transcribed 39 of them. This constitutes 195 minutes of transcribed conversations.

Student Questionnaires: The subject's attitudes toward English as a foreign/imperialist language were measured by way of a questionnaire consisting of a total of 14 questions. The questionnaires were administered in the Korean language, with my research assistant Yoo Hyun-sook having translated the questions from English (Appendix 2) to Korean (Appendix 3). Hyun-sook is a competent speaker of English, having been a student of mine for over 5 years. She has done professional translation work prior to the questionnaire translation.

The first five questions of the questionnaire are simple questions, requiring little forethought, designed to get the subjects in the mindset of answering questions truthfully. Questions 6 to 14 are based on a ten-point Likert scale, and are designed to measure learner attitudes towards LCE and English as a Foreign Language (EFL). Furthermore, within the context of EFL, the questionnaire aims to determine if the subjects view 'English as an imperialist language'.

Questions 6 to 10 are calibrated to gauge the subjects' attitudes toward EFL. In answering these questions, the subjects were asked to circle a number between 0 and 10 on a ten-point Likert scale. The closer they scored to 10 on each question, at the time of the surveys, the more positive their attitudes were toward EFL. Additionally, these set of five questions, especially nine and ten (dealt with in detail in section 3.3), are carefully attuned to determine whether the subjects view the English language as having imperialist characteristics. In total this section is scored out of 50, for reasons of simplicity in the process of data analysis.

Questions 11 to 14, with 11 being a two-part question, are designed to determine the subjects' views on LCE (Section 1.3). Again, a ten-point Likert scale was used to determine learner positions, at the time of the surveys, on the way they viewed the more 'Western' Learner Centered Teaching (LCT) approach, I employ in my classrooms. The higher they scored out of 10, the more receptive they were toward this foreign teaching style. In total, this section is also scored out of 50, for reasons of simplicity. With both sets of totals added together, a score of 100 is arrived at. Generally, the higher the subjects scored out of 100, the more positive their outlook was on EFL and the LCT approach I employ.

Classroom Recordings: The recordings themselves were laboriously transcribed, so written versions could be used to determine if any change in the subjects' interlanguage had taken place (See Corder in Section 1). Throughout the course of the research study, numerous groups were randomly selected to partake in the recordings. Usually, the group captains all took part in the games 'Simon Says' or 'Rock-Paper-Scissors', with the losers being left to do the recordings which were generally 5 minutes long, with longer recordings only transcribed to

around the 5 minute mark. A digital voice recorder was used to do the recordings. I also used two mini-cassette recordings with other groups, to ensure that each group was recorded more than once. This was done to reduce the stress the recorders caused in the classroom. That is, with the recorders having been more frequent, the aim was to reduce the level of threat they posed. Overall, the more relaxed the learners were, the more naturalistic their conversations became.

During the first set of recordings, the subjects were faced with the task of using adjectives to formulate sentences. No other requirement was set. The second set of recordings was administered in a free conversational context, with the subjects being able to construct sentences any way they wished. No condition was set.

3.2.4 Methods of Analysis

By and large, my research is a 'multimethod' form of research that involves both 'quantitative' and 'qualitative' analysis strategies (See McDonough & McDonough, 1997:220). While the questionnaires are analysed quantitatively via numerical assessment, the class recordings are analysed qualitatively by means of determining the levels of 'complexity of the produced sentence structures' (See Section 1).

Once the learners filled out the questionnaires, they were asked to add up the totals of both pages. The total for each page of 5 question units (scored 0 to 10 on the Likert scale) is 50, with the total of both pages adding up to a combined 'total' of 100 (See Appendix 3).

Note! The bottom section of the survey does say ‘For Teacher Only’, so the learners would not tally up the scores, however, after implementing the first class survey (with Class # 55), I found that it consumed too much time and energy for me to do the math on every single survey. At any rate, I know they are quite capable of doing simple math, so I had little hesitation in passing this burden onto the subjects (students). Finally, in the analysis of the recordings, I was interested to see if there was any evidence of change in the complexity of sentences the learners used in conversation, from the time of the first set of recordings to the time of the second set.

3.2.5 Reasons for Research Instrument Choice

I chose the questionnaire as a means of data collection because it is convenient to administer and has a unified standard form (McDonough & McDonough, 1997:172). Ten scaled questions, based on a ten-point ‘Likert scale’ (McDonough & McDonough, 1997:176), were chosen for the questionnaire because they are a simple and easy way to analyse the subjects’ attitudes toward EFL, ELI and LCT. The decision to have only 10 scaled questions was made because I, as an instructor, am of little importance to the subjects since they are not English majors, and their interests in the English language is limited, therefore, they would easily lose interest in a lengthy questionnaire (See McDonough & McDonough, 1997:174). I decided not to ‘triangulate’, that is, supplement the data from the questionnaires with data collected using other research methods such as interviews, even though it “allows the opportunity of greater credibility and greater plausibility of interpretation” (McDonough & McDonough, 1997:71) of the results. This decision was made due to the fact that there were simply too many subjects to interview, and it would have taken a great deal of time which I simply was not afforded with

my subjects. After all, my research was conducted in classes designed for education rather than research.

Furthermore, it is important to stress that the subjects were asked not to provide their names, only their group numbers, so as to reduce the possibility of the 'halo effect', whereby the subjects color their answers to try and please the teacher (I was advised to do so by Mr Terry Shortall of Birmingham University in personal communication, 2006). In other words, the subjects were given the opportunity to conceal their identity, so as to ease the pressures of having to answer questions according to the way they think they ought to.

Tanaka and Ellis (2003) conducted a multimethod study, with Japanese university students enrolled in a 'study-abroad' program, which consisted of the implementation of a questionnaire to determine changes in learner 'beliefs about language learning', and the employment of TOEFL tests (at two separate times) to gauge any changes in English proficiency. Overall, my research has similar characteristics to that conducted by Ellis and Tanaka, however with a number of notable differences; one of them being that while they implemented a TOEFL test (at two intervals of 14 weeks apart) to determine English proficiency development, I utilised 2 sets of classroom recordings (12 weeks apart) to determine if learners' interlanguage had developed (As Corder outlined in Section 1). I chose the method of classroom recording, as a means of data collection, over the method of TOEFL testing, since I was more interested in the development of the subjects' conversational IL development in a context of 'real-time', rather than being concerned in the changes in overall English proficiency in a 'written' context. More to the point, written TOEFL testing would have been grossly insufficient to determine if the subjects' conversational abilities had indeed improved.

With regard to the transcriptions of the recordings, the reason why I conducted only 2 sets of recordings, as opposed to a series of recordings, showing a shift towards more complex language production, is that I was concerned with the fairness in recording times between the groups. That is, it would have been dreadfully unfair for a number of groups should I have conducted recordings with them on a weekly basis, since having had only 3 recorders at my disposal, many of the other groups would not have been recorded at all. This would have been undemocratic and thus a potential source of distress.

3.3 Results; Data Analysis

Interlanguage development as shown by the classroom recordings:

Based on the changes in 'complexity of sentence structures' (See Section 1), from the time of the first recording to the time of the second, and upon careful examination of the 11 randomly selected pairs of transcriptions, I decided that group number 8 of class number 59 was the most improved (See Appendix 6 & 7), and group number 7 of class number 35 was the least improved (See Appendix 8 & 9). The main focus of this research analysis section will thus be on these two aforementioned groups, in order to demonstrate a transparent difference between the two extremes.

The reasons why group number 8 of class number 59 was chosen as the most improved group, according to Corder's concept of IL 'development' (See Section 1), was because while the initial conversation is simplistic in syntax, containing mainly simple sentences (See Appendix 6), the second transcribed recording exhibits sentences which are noticeably more compound (See Appendix 7). For instance, in the November 30 recording the subjects employed the

coordinating conjunction 'so' to connect two clauses in the sentence "My cell-phone's memory is too... ah... small, so I want to buy a memory card.". Even though, the coordinating conjunction 'but' was employed in the September 7 recording in the sentence "But I like this weather.", it was not used to connect two clauses in one sentence, but rather to signal the response to a previous utterance. Moreover, in the November 30 recording the subject marked 'S3' uttered the case-specifying when-clause "When you meet your girlfriend, what ... are you doing?". No attempt of this kind was made in the September 7 recording. Furthermore interrogatory forms were utilised more frequently and with greater precision in the November 30 recording. For example, while in the September 7 recording the only interrogative clause uttered by the subjects, aside from "Why?", is "I am good girl?" (Not a proper interrogatory form), there are several accurately formed interrogative clauses such as "Does your girlfriend like pizza too?" and "Where is Becksam University?" in the November 30 recording. What is more there is evidence of only the present simple in the September 7 recording, however, in the November 30 recording the utilisation of the present continuous is attempted in the sentences "I'm missing my girlfriend." and "Watching movie, and ... eat food.". All in all, the structures uttered by the subjects in group 8 of class 59 (See Appendix 6 & 7) seem to have become more complex and in some cases more accurate over the course of the research study.

Upon the examination of the two sets of transcribed recordings by group number 7 of class number 35, it became evident that the subjects in this group showed little signs of IL development (See Appendix 8 & 9). Overall, there is little evidence of positive change in the complexity of forms used by the subjects from the time of the first recording to the time of the second. For example, while the most complex sentences contained in the transcribed recording from September 6th are sentences such as; "Thank you very much for speaking" and "Chan

Sun-ri is... very ha... nice player, but his nickname is Ip-chansu.”, the most complex sentences from the transcribed recording from November 29th are; “How many group member?” and “What happen this recording system?”.

The Subjects’ Attitudes toward English as a Foreign Language:

-The average shift of attitudes, of all the experimental groups, toward EFL, when excluding the control groups, took a negative value of 0.16% (See Table 2).

-Of the advanced classes, class number 02 exhibited a miniscule negative shift in the subjects’ attitudes toward English, with the shift being only minus 0.08%. On the other hand advanced class, number 03, demonstrated a drop of 2.49% in this respect.

-The averaged attitudes toward English, of both Intermediate and Elementary level HELP classes dropped, with the Intermediate dropping 4.14% and the Elementary dropping 3.97% (See Table 2), with a combined averaged value of 4.09%.

-Overall, the averaged negative value shifts of the control groups outweighed the averaged negative shifts of the experimental groups by a value of 3.98% $\{(-4.14\%) - (-16\%) = (-3.98\%)\}$ (See Table 2).

The Subjects’ attitudes toward English as an Imperialist Language:

-Table 2 depicts values representing the subjects’ attitudes toward English as a foreign language. It furthermore reveals that the overall attitudes of the subjects had changed insignificantly from the time the first questionnaire was implemented to the time of the second. The shift is constituted by a decrease of only 0.16%. What it does not tell us, however, is the way the subjects answered each of the 5 questions (questions 6-10; See Appendix 2) pertaining to EFL.

Table 2: Hoseo University; Fall Semester Research – Overall Results Shift from the Questionnaire (Basic and Advanced Communications Classes with Control Groups)

Day & Time	Class #	Attitude Toward EFL		Difference	Attitude Toward LCT		Difference	Combined Attitude (EFL/LCT Averaged)		Combined Difference	
		1 st	2 nd		1st	2nd		1st	2nd		
EXPERIMENTAL GROUPS	Mon 2:10	55	69.79%	67.94%	-1.8%	65.58%	65.11%	-0.47%	67.69%	66.53%	-1.16%
	Tue 12:10	A02	70.53%	70.45%	-0.08%	65.77%	60.73%	-5.04%	68.15%	65.59%	-2.56%
	Tue 2:10	48	68.05%	65.4%	-2.65%	70.72%	60.93%	-9.79%	69.38%	63.17%	-6.21%
	Tue 3:50	A03	82.29%	79.8%	-2.49%	74%	71.8%	-2.2%	78.45%	75.8%	-2.65%
	Wed 10:30	72	67.65%	65.59%	-2.06%	63.6%	63%	-0.6%	65.63%	64.29%	-1.34%
	Wed 2:10	32	62.48%	67.28%	+4.8%	59.63%	62.87%	+3.25%	61.05%	65.08%	+4.03%
	Wed 3:50	35	68.24%	68.35%	+0.11%	65%	62.85%	-2.15%	66.61%	65.6%	-1.01%
	Thu 10:30	59	69.47%	68.94%	-0.53%	65.58%	65.61%	+0.03%	67.53%	67.27%	-0.26%
	Thu 12:10	64	71.74%	72.36%	+0.62%	66.9%	62.43%	-4.47%	69.32%	67.39%	-1.93%
	Thu 2:10	37	66.17%	67.1%	+0.93%	67%	62.9%	-4.1%	66.57%	65%	-1.57%
	Thu 3:50	41	69.35%	68.71%	-0.64%	64.86%	64.57%	-0.29%	67.1%	66.64%	-0.46%
	CONTROL GROUPS	HELP Mon 12:10	Int.	71.14%	67%	-4.14%	74.43%	68.8%	-5.63%	72.93%	67.9%
HELP Mon 2:10		Ele.	72.54%	68.57%	-3.97%	66.73%	70%	+3.27%	69.63%	69.29%	-0.34%
TOTAL Average (Without Control Groups)			68.59%	68.43%	-0.16%	65.6%	63.48%	-2.12%	67.09%	65.96%	-1.13%
TOTAL Average (With Control Groups)			68.96%	68.39%	-0.59%	65.94%	63.76%	-2.18%	67.36%	66.08%	-1.28%

Key: A Advanced Communication Class
 Int. Intermediate Level
 Ele. Elementary Level
 1st First Survey Results
 2nd Second Survey Results
 EFL English as a Foreign Language
 LCT Learner Centered Teaching

Note! While the 'difference' values are derived at by subtracting the 2nd survey results from the results of the 1st (That is; 1st – 2nd = Difference), the 'combined attitude' values are arrived at by averaging the two 1st survey results. Therefore, {Difference – Difference = TOTAL Difference} does not hold true, however, {(1st + 1st) / 2 = 'Combined Attitude'} does hold true.

-Question 6 simply asks the subjects how much they like to learn English, on a scale of 0-10, with 0 being ‘hate to’ and 10 being ‘love to’. The overall response by the subjects is an average value of 61.63% which translates to 6.2/10 (See table 5:A). Even though this outcome shows that the subjects generally like English, this question says little about their attitudes toward ELI.

-Question 7 asks the subjects about how important they feel learning English is for them. They are once again asked to give a value of 0-10 with 0 being ‘not important’ and 10 being ‘very important’. In this case, the subjects are being asked about the importance EFL plays in their daily lives. The value they give is most likely case dependent, since each individual has different kinds of aspirations. All in all, since the answer to this question is based on individual situations, I will exclude it from the ELI analysis. It is worth mentioning, nonetheless, that the subjects gave an average value of 87.46% (8.7/10) in answering this particular question.

Table 5: Attitudes toward English (Sub-Groups) – First Survey

A		B		C	
First Survey - Attitude Toward English (Sub-Groups) - With Control Group		First Survey - Attitude Toward English (Sub-Groups) - Without Control Group		First Survey - Attitude Toward English (Sub-Groups) - Control Group	
Question Number	Per Cent	Question Number	Per Cent	Question Number	Per Cent
Question 6	61.63%	Question 6	61.24%	Question 6	67.6%
Question 7	87.46%	Question 7	87.45%	Question 7	87.6%
Question 8	81.33%	Question 8	81.66%	Question 8	76.4%
Question 9	66.86%	Question 9	66.37%	Question 9	74.4%
Question 10	48.37%	Question 10	48.03%	Question 10	53.6%

-Question 8, on the other hand, asks about the necessity of learning English for Korean students in general. It is designed to determine how necessary the subjects feel it is to acquire English in order to succeed in Korea. Given the generality of this question, the numbers provided by the subjects to answer this question may be of some significance in assessing their view of 'English as an Imperialist Language' (See Section 2). The average value given by the subjects to answer this question is 81.33% or 8.1/10 (See Table 5:A).

-Question 9 asks the subjects if they would support the Ministry of Education in making the English language a non-compulsory subject at the university level. Answering 0 would signify a total support for the proposed action, while a score of 10 would show no support at all. In Table 5:A it becomes evident that the subjects surveyed gave an average value of 66.86% or 6.7/10 when answering this question. In other words, they would support the proposition, however, not overwhelmingly.

The Subjects' Attitudes toward a Learner Centered Class:

-The overall subjects' attitudes, excluding those in the control groups, towards my learner centered approach, dropped by an unforeseen 2.12% (See Table 2).

- Class number 03 only exhibited a negative shift of 2.2%, while class number 02 showed a drop of 5.04%.

-While the average values provided by the Intermediate HELP group showed a decrease of 5.63% in this respect, the Elementary group actually improved by 3.27% (See Table 2).

CHAPTER IV

THE RESEARCH STUDY: DISCUSSION

OVERALL RESULTS

4.1 Answering Research Question 1 (IL):

Is there a clear indication of the subjects' IL development?

Upon carefully examining the transcriptions of the recordings, I found signs of improvement in the subjects' interlanguage (See Corder in Section 1) in 7 of the 11 groups recorded at both the beginning and the end of the semester. Based on Corder's outline of IL development, group number 8 of class number 59 improved the most over the course of the study. Simply put, they were able to compose more complex sentences in 'real time' during the second recording session (See Section 3.3). More importantly, their latter conversation exhibited signs of a language with a communicative purpose in mind. That is, the subjects used the English language to communicate concepts relevant to their lives. The evidence for this may be in that the subjects employed interrogative discourse which allowed for the exchange of meaningful concepts. Such discourse is evident in the November 30 recording (Appendix 7):

- S3 "Ahm... When you meet your girlfriend, what ... are you doing?"
 S4 "Ahmm... Watching movie, and ... Eat food, ... Favourite food eat."
 S3 Ok. (Hahahaha)
 S4 I like pizza.
 S3 "Pizza? ... Does your girlfriend like pizza too?".
 S4 "No. No no. I like pizza."
 S3 "What does she like?"
 S4 "She likes rice."

Nonetheless, I must concede that not all groups showed signs of improvement. Without the absence of factual evidence, as to why this is so, I will simply refer back to Ellis' 4 stages of

language development (See Section 1). That is to say, not all learners progress through the different stages at the same time, and while one group may transcend the levels faster than others, it is essential to note that the speed of progression is unique to each group and more importantly to each individual.

Group 7 of class number 35 showed no signs of improvement, producing little more than unintelligible utterances during their second recorded conversation. They may have understood the main context of their messages to one another, but to me, the outsider, their discourse was rather incomprehensible. This may be a sign of fossilisation (See Selinker in Section 1.6).

On the whole, since only 7 of the 11 randomly selected groups showed visible signs of IL development, it could be stated that the LCT approach was ineffective for 3 of the groups. However, it might also be fair to declare that having immersed the subjects in my LCT approach for a longer period of time, more of them would have shown signs of IL development.

4.2 Answering Research Question 2 (EFL/ELI):

How did the Subjects View English as a Foreign Language, and how did this view change?

Since the figure representing the experimental group's attitude toward EFL is 68.51%, which is a relatively positive figure, it can be said with some level of confidence that the subjects surveyed have reasonably positive attitudes toward English as a foreign language.

Also, since the attitudes of the experimental group subjects, toward EFL, did not undergo a significant shift (See Section 3.3 & Table 2), it could be stated that the learner centered approach, they were exposed to, did not, on average, tarnish the subjects' attitudes toward EFL.

In fact, it left the average learner stance unchanged. Therefore, at least in this respect, the learner centered approach did not have an obvious negative effect on learner attitudes toward English as a whole. On the other hand, the control groups, exposed to a teacher centered approach, did display a 4.09% negative shift. Thus, the teacher centered approach did have an apparent negative effect on the subjects' views of EFL.

Does the Data Support the view that Koreans consider English to be an Imperialist Language?

Generally speaking, Korean learners do state, with their answers to question 7 and 8, that English is necessary for them overall. Also, since the experimental groups provided an average value of 66.37% in answering question 9, it is safe to say that for the most part the subjects who filled out this questionnaire would not support the ministry of education in making English a non-compulsory subject at the university level. Furthermore, having answered question 10 rather neutrally with a value of 48.37% or 4.8/10, makes it clear that the subjects, on average, have little or no ill feeling toward the prestige the English language holds in Korea.

On the whole, the subjects do feel learning English is necessary, and for the most part they would show little support for making it a non-compulsory university subject. Nonetheless, they seem to be neutral with regard to the esteem the English language holds. Moreover, the subjects could be seen as showing signs that they consider the English language as possessing slightly imperialist tendencies by acknowledging that English is such a vital part of their lives. After all, taking Phillipson's view that languages contribute to unequal access to power (Section 2.1 & 2.3), it could be concluded that since the English language is seen as playing such an important role in the success of individuals in Korea, the subjects do, even if only

subconsciously, consider the English language as having slight imperialist qualities. However, they do not resent it on the whole. Generally speaking, it may prove to be a love-hate relationship with English as a foreign language for the subjects of this research study.

Perhaps more importantly, the subjects' view, that EFL plays such an important part of their lives, demonstrates that they do understand the international qualities the English language seems to have. Namely that English is an international language (See Section 2.2). After all, being in a homogeneous Korean society, where there is a great sense of pride in Hangul (See Section 2.4), the English language, as an external language, does seem to hold a prominent position in the Korean society according to the results of the questionnaire.

Perhaps, since the Korean language, like Javanese, has no grammatical system of signalling the class or status of an individual (See Crystal in Section 2.2), it is quite conceivable that the subjects do view the English language as being relatively democratic. After all, the subjects do state with their answers to the questionnaire that they hold moderately positive attitudes toward the English language as a whole, and by and large they like to learn it as an L2.

4.3 Answering Research Question 3 (LCT):

How were the subjects' attitudes toward a Learner Centered Teaching style, and did they change throughout the course of the study?

The subjects' attitudes toward the 'Western' LCT approach, as a result of the systematic implementation of the approach itself, underwent a negative value shift (See Table 2). On average, the subjects did not accept the teaching style as legitimate as I had hoped.

Nevertheless, as shown in section 4.1, the subjects showed an overall improvement in their communication skills, therefore, one could conclude that whatever the subjects' attitudes are to the LCT approach, it still helped them in their 'interlanguage development' (Corder in section 1). Moreover, it persuaded the subjects to become more stimulated in communication.

On the whole, the subjects want to learn English, and feel it is important for them to learn it, however, when confronted with a learner centered teaching approach (See Section 1.3), they are somewhat hesitant since it is at odds with the traditional teacher centered Korean classroom approach (See Section 1.1) they are so used to.

CHAPTER V

IMPLICATIONS AND LIMITATIONS OF THE RESEARCH STUDY

5.1 Theoretical Implications of Research Outcomes

My research has shown signs of improvement in the subjects' conversational abilities (See Section 3.3), throughout the course of the research study, although not every group of subjects seemed to have benefited equally. It is conceivable that not all subjects progress through the same phase of language development at the same time (See Section 1). By and large, for the subjects to transcend each level of Ellis' language development (See Section 1), a good deal of time is required, and the 15 hours of classroom time I spent with them is simply insufficient for every group to demonstrate signs of IL development. This would mean that further and longer testing of the LCT approach may be necessary to determine whether more time spent in the program could in essence produce better results for more groups of subjects.

Since the changes in attitudes toward a learner centered approach took a negative value over the course of the research study (See Table 2), it became more evident that this teaching style is seen by the subjects to be at odds with the teacher centered style they are so used to (See Section 1.1). Therefore, it may be prudent to conclude that this teaching style may be better avoided as the single primary method of language teaching in Korea. Nevertheless, as shown above, the IL development (See Section 1) it helped facilitate in half of the subjects does seem to suggest that it is, at least, an approach that helps the subjects with their communicative competence.

5.2 Limitations of the Research Study

Overall, I would consider this research to have a number of weaknesses:

-Number one, a wider range of questions could have been employed, but I decided it would be best to only ask ten scaled questions since this was not a test, and I was concerned my below-average Hoseo University students may not cope well with long drawn out questionnaires. Perhaps, with more questions I could have determined a lot more, but the final decision was based on reason of simplicity. That is, with each questionnaire scored out of 100, it made it easier for the analysis of the data.

-Number two, I neglected to run a pilot questionnaire, to determine how the main questionnaire would fare in its initial trial phase. Nevertheless, since I ran the questionnaire with the HELP groups first, it provided me with the opportunity to test the questionnaire on a smaller scale, and because I observed no evident problems, I decided to administer it to the entire group.

-Number three, when transcribing the recordings, it was often difficult to determine just exactly which student spoke when, so I simply gave the students identifiers, i.e. student 1 being S1 and student 2 being S2 and so on. I must concede though that I may have mixed up the identifiers on occasions since I had only voice recognition to go by when differentiating between the interlocutors. Nevertheless, this would do little in the way of distorting the overall outcomes.

-Number four, the perceptible improvement in learners' communicative abilities (IL development), over the course of the research study, may be interpreted as the change in the state of learner relaxedness rather than the effectiveness of the learner centered approach. That is, the more time learners spend in conversation based foreign language classrooms and the more often they are recorded, the more unperturbed they become, therefore, resulting in lower levels of learner inhibition which in turn leads to uninhibited communication in the target language. However, if this scenario would in fact prove to be the case, I would simply regard it

as one of the benefits of a learner centered approach, thus, in my opinion, it would certainly not have a significant altering effect on the overall results.

-In addition, since the first survey was completed by a total of 405 students and the second survey by only 351, the exclusion of the opinions of 54 students from the second survey may have, in some manner, contributed to the differences in outcomes between the first and second results. Without the control groups, the first survey was filled out by 380 students, while the second was only filled out by 334. Essentially, the opinions of 46 students were unaccounted for in the second survey in this respect. Unfortunately, all classes had dropouts thus I was not able to examine a set of results that was not distorted by the subjects' dropout ratio. Nonetheless, it would have been a daunting task to determine who these individuals are since students did not write their names on the surveys, thus, it is next to impossible to pick out which surveys to disregard in the second set, so as to only account for those numbers provided by the students that participated in both surveys.

-Furthermore, I tallied up all the results manually using a calculator, so there may be some minor discrepancies. However, since we are dealing with attitudes, which are essentially difficult to measure numerically, it should not prove to be a significant setback.

-Additionally, since the types of tasks differed in the first and second set of recordings (See Section 3.2.3; Classroom Recordings), it could be stated that this in itself could have been enough to constitute for the difference in the complexity of the language produced by the subjects. However, this view could, at least in part, be disproved by stating that half the groups did not show any signs of improvement in the structural complexity of their sentences, therefore, it is unlikely that this was a factor at play. More to the point, some direction had to be provided for the subjects, in the first instance, since their culturally induced reluctance in producing utterances (See Section 2.5.1 & 2.5.2) would have lead them to zero production of

language. In this sense a method of ‘scaffolding’ (Section 1.4) was necessary to direct the students onto the right path.

-Lastly but not least of all, further research is necessary to strengthen the claim that LCT is the paramount method for interlanguage development.

5.3 Recommendations

I would like to see English language teachers in Korea to begin moving toward adopting the learner centered approach for teaching communication, even if it happens to go against years of teacher centered practice, since, as shown by my research, it is an approach that Korean learners can noticeably benefit from, even though they may not see its full legitimacy in its true light. Overall, I would encourage all Korean language teachers to consider relaxing their grip on longstanding traditions, and start thinking about the use of alternative approaches in teaching English communication, since the traditional methods and approaches may prove to be ineffective in this respect. Essentially, language has only one true function, and that is to be used for communicating messages and ideas, therefore it is essential that learners know how to utilize it in real life contexts. Generally speaking, teachers ought to consider substituting the traditional methods and approaches in teaching certain language skills if they show signs of being ineffective in those respects. The application of new methods should be considered if they appear to do the job better, and in the case of teaching foreign languages, the LCT approach may be the way of the future if the goal is teaching learners how to employ the language in real-life situations.

CONCLUSION

By and large, the traditional Korean classroom is teacher centered and it is likely challenging for learners to adapt to an alternate learner-centered teaching approach. While learners in a typical Korean classroom are passive participants, with the teacher laying down the path of learning for them, learners in my LCT based classroom setting are encouraged to be active participants in their learning endeavour. For example, in the ‘learner centered teaching approach’ (Section 1.3) I employed in my classrooms, learners are arranged in groups wherein they are expected to take part in ‘real’ communicative activities relevant to their lives. Nevertheless, this is a style of learning that is difficult to adapt to for most Korean learners. A cultural shift toward the ‘West’ may be necessary for learners in order to effectively adapt to this relatively foreign learning style (See Section 2.6). By and large, the negative feelings learners possess toward English may prevent them from realising this cultural shift. That is to say, learners should become comfortable with their new roles as ‘active’ participants in the foreign language classroom, otherwise language acquisition may prove to be ineffective.

Since my research shows that Korean learners exhibit relative neutrality in their feelings toward their perceived esteem of the English language, it is rather unlikely that this would keep them from wanting to adopt any foreign language learning style that could essentially prove to be effective. Consequently, there is little reason to believe that a learner centered teaching approach would be rejected on the whole.

The analysis of my research recordings seems to show that the ‘learner-centered teaching approach’ is effective in teaching verbal communication and improving the learners’

interlanguage, however, it may come with the price of ‘fossilisation’ (Section 1.6). Overall, a learner-centered ‘communicative language teaching methodology’ (Section 1.3.1) appears to be beneficial for communicative interlanguage development. At the very least, it shows great promise in prompting learners to speak with greater confidence. Moreover, it naturally persuades learners to take part in English conversation, wherein real ideas and concepts are exchanged between the interlocutors, thus, even further improving their communicative competence. The problem, however, may arise when learners see their typical teacher-centered classes as models of a successful classroom approach. That is, anything foreign is naturally held under suspicion until proven effective, within a Korean context. And while many of my learners feel, at the end of the semester, that they have noticeably improved, there are those that still do not like the approach. In fact, according to my research outcomes, my Hoseo University students, in general, show less approval for a learner centered approach after having partaken in a semester of studying in the context of the approach. This goes to show that they may still hold a teacher-centered approach as more legitimate even after many feel they have benefited from the LCT approach I employed in my classes. All in all, the benefits are generally welcomed but the foreign qualities of the approach are nevertheless slightly rejected.

It seems the reason for this is cultural. That is to say, both uncertainty avoidance (Section 2.5.1) and power distance (Section 2.5.2) are significant determiners in learner hesitancy toward approving the learner centered approach as a totally legitimate classroom approach. Overall, Hofstede gave Koreans a value of 66/100 with regard to power distance and 85/100 pertaining to uncertainty avoidance. Taking the power distance figure into view, Korean learners generally expect their teachers to take complete control of the classroom and speak up only when asked to. Conversely, in a learner centered classroom they are expected to speak freely in

group settings. This is at odds with their perception of their roles in the classroom, therefore, they may feel uncomfortable about their adopted roles. Moreover, Hofstede's value of 85/100 in the uncertainty avoidance category reveals that Koreans, in general, try to avoid uncertain situations. For example, while speaking a foreign language learners are unsure about, they are confronted with a whole range of uncertain situations, therefore, they may wish to avoid their new assigned roles of being communicators in a small group setting. Overall, these phenomena present roadblocks in learner acceptance of the CTM I employ.

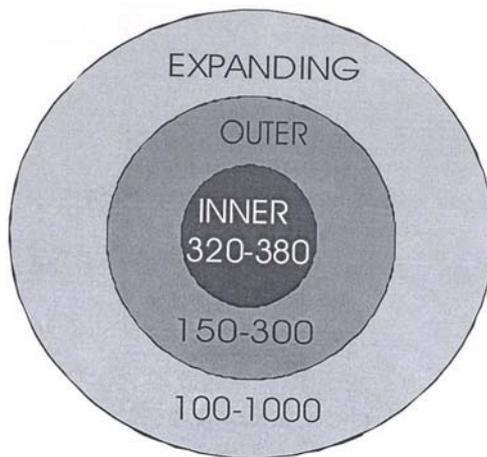
Therefore, as a teacher of EFL, I am faced with the decision between having to please my students and actually giving them what I feel will provide them with the best results. But since my research has shown signs of interlanguage development within 7 of the 11 of the randomly selected groups, I would certainly generate little hesitation in employing my approach. Nevertheless, I may still end up running the risk of alienating my learners from my approach, but regardless, I still support the learner centered teaching approach. Although I do caution that more research needs to be done to strengthen the claim.

By and large, I would be inclined to persuade, not only Korean foreign language educators, but also the Korean Ministry of Education to start distancing themselves from the primary focus on the teacher fronted language teaching style and begin the implementation of the small-group LCT approach since it may prove to provide the most promising results when it comes to learners' communicative competence.

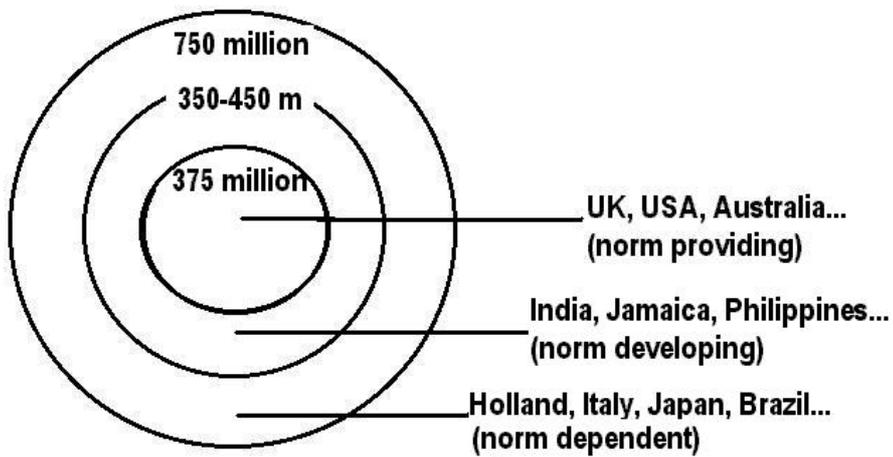
APPENDICES

Appendix 1

Kachru's Three Circles of English Speakers (x 1,000,000)



(Crystal (1997) in Zughoul, 2003)



(White, R. 1997)

Appendix 2**Student Class Survey**

Please take a few minutes to fill out this survey. Make sure you answer correctly.

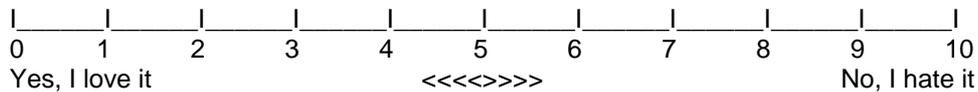
- 1- What's your Major? _____
- 2- How old are you? _____
- 3- Are you male or female? (Circle one) Male Female
- 4- If you are a male student, have you completed your military service? (Circle one)
Yes No
- 5- Where do you usually sit in your major class? (Circle one) Front - Middle - Back
- 6- Do you like to learn English? (Place an X appropriately on the line.)
| | | | | | | | | |
0 1 2 3 4 5 6 7 8 9 10
I hate to learn English. <<<<>>> I love to learn English
- 7- How important do you think learning English is for you? (Mark with an X.)
| | | | | | | | | |
0 1 2 3 4 5 6 7 8 9 10
I think it's not Important <<<<>>> I think it's very Important
- 8- Do you think learning English is necessary for Korean students? (Mark with an X.)
| | | | | | | | | |
0 1 2 3 4 5 6 7 8 9 10
I think it's not Necessary <<<<>>> I think it's very Necessary
- 9- Would you support the ministry of education if it made English a non-compulsory subject at university? (Mark with an X.)
| | | | | | | | | |
0 1 2 3 4 5 6 7 8 9 10
Yes, I would support it <<<<>>> No, I would not support it
- 10- Do you resent (hate) the fact that the English language is becoming more and more prestigious in Korea? (Mark with an X.)
| | | | | | | | | |
0 1 2 3 4 5 6 7 8 9 10
Yes, I resent it <<<<>>> No, I welcome it

For Teacher Only-

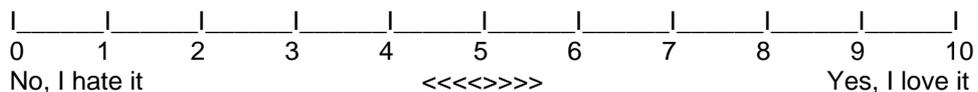
A. toward E.: ____ / 50

11- Do you like the following teaching styles?:

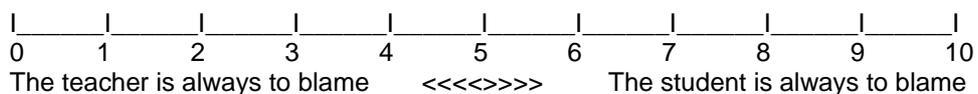
- A) When the teacher is at the front of the class, talking and explaining the lesson the entire time, and you, the student, is only responsible for listening and taking (writing) notes? (Mark with an X.)



- B) When the teacher demands it of the students to take an active role in their learning experience; When the teacher simply tells the students what to learn and where to learn it from (i.e. books), and he/she doesn't give all information during the classroom lecture? In other words the student is responsible for learning all there is to learn. (Mark with an X.)



12- If you fail on a classroom test, how often would you blame the teacher for not teaching properly, and how often would you blame yourself for not studying hard enough? In other words, who is to blame for your low test score, the teacher or you the student? (Mark with an X.)



13- If you missed the first lesson and all the class information was given during that lesson, and for that reason you did not know that if you missed 5 classes you would get an F. -Unfortunately for you, you got an F because you did not know about the rule. Who is to blame for the fact that you did not receive the necessary information; you the student for not going to the first lesson or the teacher for not telling everyone a second time? (Mark with an X.)



14- You have a foreign English teacher, and he/she can only speak English, and he/she gives all class information in English, and never in Korean. Who is to blame if you do not understand the necessary information; the teacher for not learning Korean or you the student for not understanding English? (Mark with an X.)



For Teacher Only - A. toward E.: ____ / 50 + A. of R.: ____ / 50 = Total: ____ / 100

Appendix 3

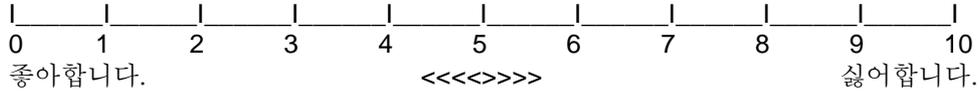
설문조사

설문지 작성에 시간을 내주셔서 감사합니다. 정확하고 신중한 답변 부탁드립니다.

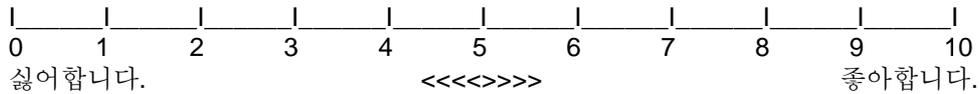
- 1- 전공이 무엇입니까? _____
- 2- 몇살입니까? _____
- 3- 당신의 성별은 무엇입니까? (동그라미 쳐주세요) 남자 여자
- 4- 만약 당신이 남학생이라면, 군대를 다녀왔나요?
예 아니오
- 5- 전공수업시간에 당신은 주로 어느위치에 앉습니까? 맨앞 - 중간쯤 - 맨뒤
- 6- 영어 배우는것을 좋아합니까?(0 부터 10 단계중 골라주세요)
- 0 1 2 3 4 5 6 7 8 9 10
 영어배우는것이 싫습니다. <<<<<>>>> 영어배우는것을 매우 좋아합니다.
- 7- 영어를 배우는것이 당신에게 얼마나 중요합니까?
- 0 1 2 3 4 5 6 7 8 9 10
 별로 중요하지않다 <<<<<>>>> 매우 중요하다
- 8- 영어를 배우는것이 한국의 학생에게 꼭 필요하다고 생각합니까?
- 0 1 2 3 4 5 6 7 8 9 10
 필요치 않다 <<<<<>>>> 꼭 필요하다
- 9- 만약 교육부가 영어를 필수과목에서 제외시킨다면 그의견에 찬성하시겠습니까?
- 0 1 2 3 4 5 6 7 8 9 10
 네,찬성합니다. <<<<<>>>> 아니오,반대합니다.
- 10- 한국사회에서 영어가 차지하는 비중이 점점 커지는 사실에 대해 불만을 느낍니까?
- 0 1 2 3 4 5 6 7 8 9 10
 네,불만입니다 <<<<<>>>> 아니오,좋게생각합니다.

11- 다음의 지도방식을 좋아합니까?

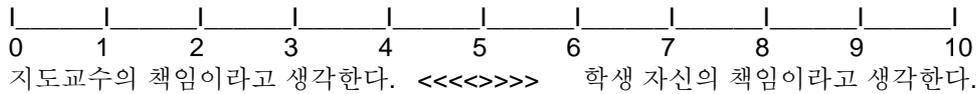
A) 지도교수가 강의실 중앙에 서서 수업시간 내내 말하고 설명하며, 학생 여러분은 그 내용을 듣고 노트필기만 한다.



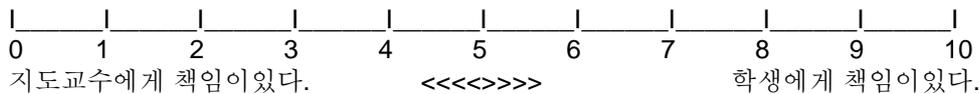
B) 지도교수는 학생들에게 무엇을 어디서 배워야하는지만 설명하고 수업시간에 주입식으로 강의를 하지않는다. 그리고 학문은 자발적으로 습득한다.



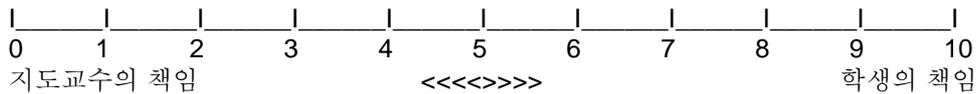
12) 만약 시험에 낙제한다면 지도교수가 제대로 가르치지 않음을 탓합니까? 아니면 자신이 열심히 공부하지 않은것을 탓합니까? 다시말해서 시험점수가 낮게 나왔을때 누구의 책임이라고 생각하나요? 지도교수?학생자신?



13- 당신이 첫강의를 결석하여 5 번 결석하면 F 를 받는다는 사실을 포함한 수업에 관한 중요한정보를 놓쳤습니다. 수업에 관한 물을 몰랐던 당신이 운이없게도 F 를 받았습니다. 중요정보를 듣지못한 당신이 낙제한건 -첫수업을 빠진 학생 자신책임이라고 생각합니까? 아니면 매수업마다 상기시키지않은 지도교수 책임이라고 생각합니까?



14- 외국인 지도교수가 있습니다. 교수님이 영어로만 수업을 진행하며 중요정보 또한 영어로 전달합니다,한국말은 전혀 하지않습니다, 당신이 중요한정보를 제대로 이해하지 못했다면: 한국말을 하지않은 외국인교수의 책임인가요? 아니면 영어를 이해못한 학생의 책임입니까?



For Teacher Only - A. toward E.: ____ / 50 + A. of R.: ____ / 50 = Total: ____ / 100

Appendix 4**Table 3: Hosoe University; Fall Semester Research – First Survey
(Basic and Advanced Communications Classes with Control Groups)**

Day & Time	C l a s s #	Attitude Toward English	Attitude Toward English	TOTAL	PER CENT	
Mon 2:10	55	1361/1950	1279/1950	2640/3900	67.69%	
Tue -A 12:10	02	917/1300	855/1300	1772/2600	68.15%	
Tue 2:10	48	1327/1950	1379/1950	2706/3900	69.38%	
Tue -A 3:50	03	456/550	407/550	863/1100	78.45%	
Wed 10:30	72	1353/2000	1272/2000	2625/4000	65.63%	
Wed 2:10	32	1312/2100	1252/2100	2564/4200	61.05%	
Wed 3:50	35	1433/2100	1365/2100	2798/4200	66.61%	
Thu 10:30	59	1320/1900	1246/1900	2560/3800	67.53%	
Thu 12:10	64	1112/1550	1037/1550	2149/3100	69.32%	
Thu 2:10	37	1158/1750	1172/1750	2330/3500	66.57%	
Thu 3:50	41	1283/1850	1200/1850	2483/3700	67.1%	
C O N T R O L	HELP Mon 12:10	Int.	500/700	521/700	1021/1400	72.93%
	HELP Mon 2:10	Ele.	399/550	367/550	766/1100	69.63%
TOTAL		13032/19000	12464/19000	25496/38000	67.09%	
PER CENT		68.59%	65.6%	67.9%		
With Control Groups		13931/20250	13352/20250	27283/40500	67.36%	
Per Cent With Control Groups		68.79%	65.93%	67.36%		

A - Advanced Communication Class
 Int. - Intermediate Level
 Ele.- Elementary Level

Appendix 5**Table 4: Hosoe University; Fall Semester Research – Second Survey
(Basic and Advanced Communications Classes with Control Groups)**

Day & Time	C l a s s #	Attitude Toward English	Attitude Toward English	TOTAL	PER CENT	
Mon 2:10	55	1223/1800	1172/1800	2395/3600	66.53%	
Tue -A 12:10	02	775/1100	668/1100	1443/2200	65.59%	
Tue 2:10	48	981/1500	914/1500	1895/3000	63.17%	
Tue -A 3:50	03	399/500	359/500	758/1000	75.8%	
Wed 10:30	72	1115/1700	1071/1700	2186/3400	64.29%	
Wed 2:10	32	1312/1950	1226/1950	2538/3900	65.08%	
Wed 3:50	35	1367/2000	1257/2000	2624/4000	65.6%	
Thu 10:30	59	1241/1800	1181/1800	2422/3600	67.27%	
Thu 12:10	64	1013/1400	874/1400	1887/2800	67.39%	
Thu 2:10	37	1040/1550	975/1550	2015/3100	65%	
Thu 3:50	41	962/1400	904/1400	1866/2800	66.64%	
C O N T R O L	HELP Mon 12:10	Int.	335/500	344/500	679/1000	67.9%
	HELP Mon 2:10	Ele.	240/350	245/350	485/700	69.29
TOTAL		11428/16700	10601/16700	22029/33400	65.96%	
PER CENT		68.43%	63.48%	65.96%		
With Control Groups		12003/17550	11190/17550	23193/35100	66.08%	
Per Cent With Control Groups		68.39%	63.76%	66.08%		

A - Advanced Communication Class
 Int. - Intermediate Level
 Ele.- Elementary Level

Appendix 6**Class_59, Group_8, Thurs. Sep. 7, 2006**

T OK. This is group number 8. This is Thursday 10:30. Who's captain?
 OK. Speak into the microphone, yes? Conversation.
 Minus one. Minus one. Minus one. Minus one. Everyone minus one.
 S? Why?
 T No conversation; minus one. ... Oh yes!

(Group is speaking Korean)
 (Long Pause and Korean conversation)

S1 Today weather is very strange.
 S2 Oh, yes. ... Yes.
 S1 But, I like ... this weather. ... Think very good.
 S2 Very good.
 (Korean)
 S2 (Korean)
 (Long silence)
 (Korean)
 S2 I am ... I am ... Kind (can't make out)
 (hahhhaha)
 S3 Yes. Yes. You very kind.
 S2 You kind. (hahahaha)
 S3 Oh no. (Pause) I am bad boy.
 (Silence)
 T (No homework minus two. No dictionary minus 2.
 Homework. No homework... Zero. ... What's your name?)
 (Korean discussion)
 (Silence)
 S4 I am good boy.
 S2 Hahh?
 S4 I am good boy.
 S2 Good boy?
 S4 Oh...
 S2 Ah.. good girl. I am good girl?
 S3 No no no no.
 S2 No. (Throat clearing) Why?
 S3 You are very awful. ... Awful awful.
 S2 No no no no. No! ... (Korean)
 S3 Teacher is nice man.
 S2 Oh good. Good.
 (Korean)
 S3 Ability. Ability.
 S2 I am ... I am English ... English ability ...
 S3 Amazing.
 S2 Amazing.
 S3 Me too. Metoo.
 (Class cheering)
 (Korean speaking)
 (Long silence)
 S2 Throat Clearing.
 (Long silence)

Appendix 7

Class_59, Group_8, Thurs. No. 30, 2006

T This is Thursday 10:30 class. Class number 59, group number 8. Free talking please. ... (Korean) Battery.
 Class Cheers ...
 S? Battery
 (Silence)
 S3 Hello (can't make out). How are you.
 T Oh! Minus one everybody?
 Class No....
 S3 Hello Sun-yong. How are you?
 S4 I'm fine. ... Ahh... And you?
 S3 I'm fine too.
 S? Ahhh...
 S3 Where is your girlfriend?
 S4 My girlfriend is ... school. Univ... Becksam University.
 S3 Where is Becksam University?
 S4 Cheonan. Cheonan (Korean).
 Yes. I'm missing my girlfriend. My girlfriend.
 S3 Oh really?
 S4 Yes.
 S3 Ahh... How many meet a week?
 S4 Hmm... 2,3 2, 2,3... two time.
 S3 Two time?
 S4 Yes.
 S3 Ahm... When you meet your girlfriend, what ... are you doing?
 S4 Ahmm... Watching movie, and eat food. ... Favourite food eat.
 S3 OK. (hahhha)
 S4 I like pizza.
 S3 Pizza? ...Does your girlfriend like pizza too?
 S4 No. No no. I like pizza.
 S3 What does she like?
 S4 She likes ... rice.
 S3 Just rice?
 S4 Kim-chi chige rice.
 S3 Kim-chi chige rice?
 S4 Yes. (hahhahha)
 (Silence)
 S4 What are you do today?
 S3 I don't know.
 S4 Today?
 S3 Today ... I'm buying ... memory card.
 S4 What memory card.
 S3 Cell phone memory card.
 S4 What? ... Why? Why?
 S3 Because ... I want to see movie in my cell phone.
 S4 Really?
 S3 Yes. ... My cell-phone's memory is too ... ah Small, so I want to buy memory card.
 S4 Ahhhh... Your cellular phone is good.
 S3 Thank you.
 (Silence)
 S4 Today chapel is very (hahhaha) bad. (hhaha) ... I'm bad.
 S3 Your chapel is six o'clock?
 S4 Yes. I'm waiting 6 o'clock.
 S3 How? How are you wait?
 S4 Playing game. (hahhha)
 S3 Playing game?
 S2 Ahhh... Sh...
 T Thank you.

Appendix 8

Class_35, Group_7, Wed. Sep. 6, 2006

T- This is group number ...
 S? Group seven
 T ...group seven. ... You are ... class number 35, Wednesday 3:50.
 Here you are.
 S1- Thank you. Thank you very much for speaking.
 What are you doing?
 S3- So tired.
 S1- Choi Hong-man handsome
 (Long Silence)
 S1 Speaking Please.
 Andre Kim is nice.
 S3 Oh! Nice guy.
 S2 Yes!
 (can't make out)
 S2 Dresser?
 S1 Yes.
 S4 Designer.
 S5 Fantastic designer.
 S3 Andre Kim very ... wonderful guy. ... Wonderful guy. ... and...
 S5 Surprising fashion. Anytime.
 S3 Surprise.
 (Silence)
 S3 And. ... And ... another example.
 S1 Every. He's ... ah And wearing every day ... white .. white ... sheet.
 (hahahaha)
 S2 White Suit.
 S1 Oh... White suit. ... And speak please. ... Hey you!
 (Pause)
 S1 But, I can. ... Speak please.
 S4 Digital international?
 S1 Talking about ... anything. ... (Can't make out) What is (can't make out). Maricious?
 (Gibberish about Maricious)
 S1 It.Chan Sun-ri is ... very ... ha ... nice player, but his nickname is Ip-chansu.
 (hahhhaha)
 S1 Ip-chansu.
 S4 Mouse. ... Mouse.
 S3 Chansu mouse.
 S2 Talking mouse. ...
 S3 Ah! Talking mouse.
 (Silence)
 S3 Hmm..Ah.... Ah. ah. Ah.
 S4 Who is ... play ... his play... his (can't make out) not heading player.
 S1 A... Ma ... Ma...Markus?
 S3 Maperatz.
 S1 Maperatz?
 S3 Maperatz is ... very ...
 S1 Horse?
 S3 Evil. ...
 S1 Evil? (hahhaa)
 S3 Evil guy.
 S1 Evil guy? (hahha)
 S3 Evil player. ...
 S4 Oh! ... No fair ... fair play. No fair play.
 S1 He still (can't make out). His ... (can't make out) play. ... play. ... Nothing (pause) ... no.
 (Pause)
 S3 Interview please.
 (Silence)
 S3 Unusual woman. (can't make out)
 (silence)
 S3 Unusual.

(Pause)
 S3 Unusual. ... You!
 (Pause)
 S4 What?
 (Silence)
 S5 What are you doing general?
 (Silence)
 S3 (Can't make out) Beautiful. ... Beautiful. Beautiful man. Thank you.
 My is beautiful man. ... Student.
 (ohhh...!!!)
 S3 And, and (can't make out) and excellent student.
 (ohhh!!!)
 S3 Best student.
 S1 Oh No!!!
 (Pause)
 S3 Yes I am.
 (Silence)
 S3 See?

Appendix 9

Class_35, Group_7, Wed. Nov. 29, 2006

T ...number 35, Wednesday 3:50 class. Group number 7. Yes?
 S1 Yes.
 T Free talking please. Start. Speak into the microphone.
 S1 Thank you. Thank ... you very much.
 Sallam are you...?
 S3 Talk to me! Talk to us!
 S1 Are you ... ah? Why? Why? ... Are you sleep?
 S4 In class? Class time? Sleep?
 S1 How smell (can't make out)
 S4 How many group member?
 S1 4 but one person absent.
 (Shaking sound)
 S1 Oh! No no no. Not vibration.
 (Shaking sound)
 S4 Only 2?
 S3 Only 2 voice?
 S4 Only 2 voice?
 S5 (Can't make out) and sleep.
 S3 What's, what's, what's her name?
 S5 She's. Oh, no sorry. He's ...
 (hahhha)
 S5 (Can't make out) ...
 S3 School number is?
 S5 2006... ah....
 S3 OK. OK.
 S5 Sorry. I stop. Stop.
 S5 Please talk to me.
 S4 What happen?
 S1 I'm sleeping (can't make out).
 S4 What happen this recording system?
 S5 So very...
 S4 What's the reason? Because, why?
 S5 (Can't make out) ... not satisfied.

(This is absolutely gibberish so I stopped at 2 minutes. Spontaneous, but makes little sense. May exhibit fossilisation of learners' English ability.)

Appendix 10: The first 200 words in the Birmingham Corpus, ranked in order of frequency of occurrence

1 the	51 out	101 most	151 another
2 of	52 them	102 where	152 came
3 and	53 do	103 after	153 course
4 to	54 my	104 your	154 between
5 a	55 more	105 say	155 might
6 in	56 who	106 man	156 thought
7 that	57 me	107 er	157 want
8 I	58 like	108 little	158 says
9 it	59 very	109 too	159 went
10 was	60 can	110 many	160 put
11 is	61 has	111 good	161 last
12 he	62 him	112 going	162 great
13 for	63 some	113 through	163 always
14 you	64 into	114 years	164 away
15 on	65 then	115 before	165 look
16 with	66 now	116 own	166 mean
17 as	67 think	117 us	167 men
18 be	68 well	118 may	168 each
19 had	69 know	119 those	169 three
20 but	70 time	120 right	170 why
21 they	71 could	121 come	171 didn't
22 at	72 people	122 work	172 though
23 his	73 its	123 made	173 fact
24 have	74 other	124 never	174 Mr
25 not	75 only	125 things	175 once
26 this	76 it's	126 such	176 find
27 are	77 will	127 make	177 house
28 or	78 than	128 still	178 rather
29 by	79 yes	129 something	179 few
30 we	80 just	130 being	180 both
31 she	81 because	131 also	181 kind
32 from	82 two	132 that's	182 while
33 one	83 over	133 should	183 year
34 all	84 don't	134 really	184 every
35 there	85 get	135 here	185 under
36 her	86 see	136 long	186 place
37 were	87 any	137 I'm	187 home
38 which	88 much	138 old	188 does
39 an	89 these	139 world	189 sort
40 so	90 way	140 thing	190 perhaps
41 what	91 how	141 must	191 against
42 their	92 down	142 day	192 far
43 if	93 even	143 children	193 left
44 would	94 first	144 oh	194 around
45 about	95 did	145 off	195 nothing
46 no	96 back	146 quite	196 without
47 said	97 got	147 same	197 end
48 up	98 our	148 take	198 part
49 when	99 new	149 again	199 looked
50 been	100 go	150 life	200 used

(in Sinclair, 1988:149)

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